

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Zelda Bilbo

Official School Name: Sands CISD

School Mailing Address:
PO Box 218
Ackerly, TX 79713-0218

County: Dawson State School Code Number*: 058-909-001

Telephone: (432) 353-4888 Fax: (432) 353-4650

Web site/URL: sands.esc17.net E-mail: zbilbo@esc17.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Wayne Blount

District Name: Sands CISD Tel: (432) 353-4888

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Stan Blagrove

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 0 | Elementary schools |
| 0 | Middle schools |
| 0 | Junior high schools |
| 0 | High schools |
| 1 | Other |
| 1 | TOTAL |

2. District Per Pupil Expenditure: 15975

Average State Per Pupil Expenditure: 10162

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 6 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	8	15	7	8	5	13
K	7	9	16	8	11	9	20
1	5	9	14	9	9	7	16
2	15	11	26	10	9	6	15
3	9	10	19	11	8	6	14
4	8	4	12	12	7	5	12
5	11	3	14	Other	0	0	0
6	6	3	9				
TOTAL STUDENTS IN THE APPLYING SCHOOL							215

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
51 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
48 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 40 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	44
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	44
(3)	Total of all transferred students [sum of rows (1) and (2)].	88
(4)	Total number of students in the school as of October 1.	218
(5)	Total transferred students in row (3) divided by total students in row (4).	0.404
(6)	Amount in row (5) multiplied by 100.	40.367

8. Limited English proficient students in the school: 17 %

Total number limited English proficient 36

Number of languages represented: 2

Specify languages:

Spanish & German

9. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 50

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>12</u>	<u>3</u>
Total number	<u>40</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 10 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	96%	97%	96%
Daily teacher attendance	97%	99%	98%	98%	98%
Teacher turnover rate	5%	5%	10%	5%	18%
Student dropout rate	0%	2%	0%	1%	0%

Please provide all explanations below.

In 2003-2004, one of our coaches retired and another coach and his wife moved. Due to or small numbers, an 18% turnover rate does not present a true picture of the stability of our working environment.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	12	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>42</u>	%
Enrolled in vocational training	<u>8</u>	%
Found employment	<u>33</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>17</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Sands Consolidated Independent School District (Sands) is located in West Texas in the rural town of Ackerly. Enrollment for grades PK-12th is 220 students. In 1925, consolidating portions of three school districts created the Ackerly Independent School District. In 1959, the Ackerly and Knott school districts combined and became Sands CISD. The communities of Ackerly and Knott are comprised of families in the agriculture business, which by its nature demands that these families maintain a close relationship with each other and with their community. This close relationship spills over into church and school district activities as well. It is not unusual to see multiple generations of families attending athletic, theatrical, and educational activities throughout the school year.

The Sands district has been a Recognized School District by the Texas Education Agency for many years. The curriculum throughout the district follows the state mandated requirements for each grade level. Sands has been recognized by US News & World Report as a Bronze Medal School District for the district's performance on standardized test and student proficiency in their academic studies. Sands has also been recognized by the Texas Business & Education Coalition (TBEC) two consecutive years.

Although Sands is extremely focused on teaching the state mandated educational curriculum, the staff also feels that it is equally important to teach our students it is not luck that brings them success in life but the practice of shoring up the foundations of learning habits that provide the groundwork of their future learning. Sands strives to teach proper goal setting, provide educational diversity, and initiate habit-forming activities that teach every child who enters our doors the importance of perseverance to achieve success in life. Each student is taught that the goals and choices they make early in life will impact their future and that he/she is an individual, not a number. Our small classroom size facilitates this teaching and allows each student to receive love, respect for their ideas, and encouragement to make good decisions and goals that facilitate quality life long decision making skills.

Through the use of our ITV Lab, three wireless mobile computer labs, two stationary classroom labs, the Internet, purposeful field trips and guest appearances, students are provided a diverse curriculum. Technology is used to enhance the core curriculum taught, as well as, to provide our students with exposure to worldwide fine arts and cultural opportunities.

The future of Sands promises to be very exciting with the construction of a new gymnasium and auditorium, the installation of Promethean Interactive Boards, and a district-wide increase in Internet bandwidth. The new gymnasium will provide a comfortable environment for our students to cultivate their athletic abilities and the new auditorium will provide a platform for our students to express their theatrical and artistic talents. The Promethean Boards will help teachers address each student's learning style more effectively and increase student interaction with each lesson presented.

The communities of Ackerly and Knott are very supportive of our student activities. Because of community support and the attention to detail, Sands CISD is able to exceed the expectations of the state in a friendly, family-like teaching environment.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

As a public school in the state of Texas, Sands is required to administer the Texas Assessment of Skills and Knowledge Test (TAKS) on an annual basis. The TAKS is designed to measure core areas of the state-mandated curriculum, the Texas Essential Skills and Knowledge (TEKS). Sands students consistently achieve at a high level on this test, much higher than that of the state. The TAKS Test has three categories for student performance: "Commended Performance," "Met Standard," and "Did Not Meet Standard." Each of these performance categories indicates how a student performed according to the standard set by the state each year. "Commended Performance" indicates that a student has performed at a level that is considerably higher than the standard set by the state. "Met Standard" indicates performance is at or just above the state standard and "Did Not Meet Standard" indicates the state standard has not been met.

In accordance with NCLB standards, Sands has consistently addressed the needs of students from disadvantaged and culturally diverse backgrounds. This is reflected in the overall improvement of test scores among this group of students. From 2004 to 2008, percentages of non-white students achieving commended scores in Math have risen overall from 17.6% to 25.9%. The percentage of non-white students who passed the Math test (excluding those who were commended) increased from 72.7% to 93.12% in test years 2004 to 2007. However, in 2008 the percentage of non-white students who passed fell to 79.6%.

This overall trend is evident in the number of non-white students achieving commended scores in Reading. Percentages among these students steadily increased from 10% in 2004 to 38.4% in 2008, with the exception of 2007 when the percentage dropped by 2.7%. Likewise, the percentage of non-white students who passed the Reading test (excluding those who achieved commended) increased from 80% in 2004 to 93.6% in 2007. However, in 2008 these percentages dropped to 88.4%. Even though the percentages dropped in 2008, the number of non-white students passing the Reading test made an overall gain of 8.4% compared to the 2004 scores.

These scores indicate that the school is adequately preparing students to meet state requirements. The Sands administration, faculty, and staff feel that disaggregation of data plays an important role in all student-centered and curricular decisions. Before school begins, the administration provides TAKS results through AEIS-IT to all core teachers. These results are broken down by grade level and objective. Teachers use this TAKS data and data acquired from local benchmark testing, MAP (Measures of Academic Progress) testing, progress reports, and report cards when making decisions concerning students educational needs. Students who are borderline in meeting the state standard on TAKS or do not meet the standard attend tutorials for further instruction in areas in which they struggle. Special Education students receive instruction in the regular classroom (mainstream/inclusion), tutorials, and also have the opportunity to have one-on-one instruction with a Special Education teacher when needed. Students in elementary are required to be screened using the TPRI (Texas Primary Reading Inventory). Students who are considered to be At-Risk attend sessions, 30 minutes daily, with a reading specialist. Junior High students are given the Texas Middle School Fluency Assessment three times a year. Those determined to be At-Risk are placed in tutorials for intensive reading instruction. High School students who struggle in reading are also placed in tutorials for intensive reading instruction. All students in elementary, junior high, and high school receive intensive instruction in math and in some grade levels, math instruction is received twice daily.

The Sands school population has demonstrated the will and desire to excel in all academic areas despite its diverse population. This is proven time and again as the faculty, staff, and community work collectively to assure the unlimited success of students on the TAKS Test.

Academic Excellence Indicator System
<http://ritter.tea.state.tx.us/perfreport/aeis/>

State Level Statistics
<http://ritter.tea.state.tx.us/perfreport/pocked/>

Accountability Ratings
<http://ritter.tea.state.tx.us/perfreport/account/>

2. Using Assessment Results:

Sands strives to use assessment tools and data to target specific student instructional needs. In order to fully utilize assessment results, each teacher receives extensive training that assists him/her in developing a system to guide all students to succeed in the classroom and in the future.

Students in kindergarten through third grade are administered the TPRI. The inventory identifies students who need targeted reading intervention, and those students are placed in the Three Tier Model. This model provides a process for delivering quality reading instruction reducing reading difficulties, and nurturing student success. Teachers monitor students on a regular basis for progress, making adjustments as needed.

Intermediate and secondary teachers use a program known as AEIS-IT to disaggregate TAKS data. This data is used to enable teachers to plan intervention and tutorials for students with similar needs. Classroom instruction is then differentiated to meet the needs of each student.

Benchmark exams and MAP testing are used school-wide as assessment tools. Benchmark exams are given regularly to monitor student mastery of the TEKS, and the MAP test is administered three times a year to chart strengths and weaknesses of individual students. Results from both assessments are used to create individualized student goals and ensure each student reaches maximum potential.

3. Communicating Assessment Results:

Sands makes every effort possible to ensure that parents, students, and the community are fully informed regarding local and state assessment results. Frequent and varied forms of communication are the key to our success.

Communication begins early in the school year at the yearly open house, held prior to the first day of school. This event provides parents, teachers, students, and administrators the opportunity to discuss the importance of communication and discuss expectations for the upcoming year. The administration also takes this opportunity to explain the varied reporting devices that will be used throughout the year.

Teachers hold a conference with every parent/guardian of children in Pre-Kindergarten through 5th grade twice yearly. Parents of students in 6th through 12th grade are contacted if their child failed the previous years state assessment. At these meetings teachers discuss with parents the TAKS results, TPRI results, and MAP testing results. In addition, teachers hold individual student conferences to show the students their scores on the previous years TAKS test and the MAP testing. At this time individual goals for improvement are set.

Sands posts the AEIS Report Card from TEA on the school website as well as overall TAKS testing results for the district. This information is also available in Hoofbeats, the monthly school newspaper. Although the Sands website and Hoofbeats are the two most used communication tools, teachers and parents do not hesitate to discuss important matters at school and community activities. Parents are encouraged to become involved

with all aspects of their child's education, and at no time are they discouraged from reaching out with questions and concerns.

4. Sharing Success:

Sands provides a variety of opportunities to promote meaningful collaboration with other districts. While the demographics of school districts differ, student learning styles, parental influence, and student apathy pose obstacles common in all districts.

Teachers exchange workable ideas and solutions with others by attending workshops at the Region 17 Service Center. Because of the proximity to other small schools in the area, teachers and administrators often share new programs and challenges while attending academic and sporting events. Sands also publishes honor rolls and other information concerning student achievement in area newspapers as a way of communicating with people in other districts.

After attending workshops, teachers give presentations during local staff development and report on new programs, assessments, technology, and other activities. The lines of communication remain open through faculty meetings, shared work areas, and extracurricular duties. Cooperation rather than competition contributes to the progress and success of all students.

Sands welcomes student teachers from area colleges to observe and practice successful teaching techniques with the supervision of experienced teachers. Our qualified staff members train and prepare these future educators by providing them with the tools and strategies to become successful educators.

If Sands is named a "Blue Ribbon School," teachers will continue to share ideas within the district and with others who might benefit from our small measure of success. Through the use of e-mail, the school website, and workshops, staff members will collaborate with other schools in a way that may improve their performance. Sands recognizes the obligation teachers have to help all students achieve success in the face of ever-increasing challenges and higher expectations in education.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sands prides itself in providing a quality education for students Pre-K through 12th grade with various socio-economic and cultural backgrounds. Teaching the core curricular areas of Reading, Writing, Arithmetic, Science, and Social Studies has always presented a challenge to teachers.

Sands has tried to bridge the gap between teacher and student by investing in computer labs, laptops for students and teachers, LCD projectors, and future installation of Promethean boards. It is the belief of the district that to properly teach a child, both base material and higher level thinking must be presented in a medium that is familiar and exciting to the student. The core curricular areas, as well as Fine Arts and Foreign language classes, all benefit from technology.

The district's mathematics and science curriculum have been enhanced to provide more hands-on and visual activities for students beyond that provided by state adopted textbooks. Textbooks are the foundation for the material being taught. However, it is through the use of manipulatives, technology, and various presentation methods that strong foundations in understanding are built in each subject area. Students are challenged to develop problem solving skills and to become critical thinkers, not only for the TAKS, but also for daily use. Science and Mathematics are closely related, and neither can be effectively taught without the use of labs and activities. Teachers in both curriculum areas prepare lessons for discovery. This enables students to use prior experiences and first-hand knowledge gained from new explorations when learning something new or in greater depth.

The Fine Arts department is a student-centered learning environment where students are challenged both as individuals and collectively as a group. Students are guided through an eclectic assortment of music, art, and theatre. These Fine Arts experiences help the student learn to make connections within the visual art disciplines.

Our district provides a range of discovery opportunities and experiences in the Social Sciences. Students are encouraged to look at people, places and events in the past not as merely "History", but learning tools, for their environment, community, nation, and world. While the Social Science teachers are ever mindful of the mandated state curriculum and the TAKS test, they provide opportunities for their students to enjoy learning activities that venture away from the textbook as well. Elementary students participate in Ag in the Classroom at the county fair, visits with the local fire departments, and educational assembly presentations. High School Students participate in Political debates and Patriotic presentations. All students participate in "mock" presidential elections as well as authentic school-based elections for student council, class officers, and cheerleading.

At the secondary level students are required to participate in a minimum of two years of foreign language. Sands provides students with the opportunity to learn Spanish in an interactive environment. To increase knowledge and proficiency in Spanish and meet the foreign language criteria for a Distinguished Diploma, students are encouraged to take at least three years of Spanish. The Spanish class material teaches aspects of the language – reading, writing, speaking, listening, and culture – through a variety of research-based instructional methods. These include, but are not limited to: use of the textbook that is aligned with the state standards, reading strategies, interactive technology, small-group instruction, manipulatives, and hands-on projects that require use of the knowledge of the language and/or culture.

2a. (Elementary Schools) Reading:

The goal in reading instruction at Sands is to use research-proven strategies that are implemented to increase reading achievement for all students. In order to accomplish this, teachers provide differentiated instruction that target the individual needs of a wide range of learners. Teachers implement core reading programs such as Foundations and Macmillan/McGraw Hill Reading to help students master required TEKS. Through MAP testing, periodic benchmarks, TAKS results, TPRI, Response to Intervention (RTI), and the 3-Tier model, struggling readers are identified and systematically led to higher levels of thinking and achievement.

A large percentage of students in elementary are economically disadvantaged and have limited English speaking abilities; therefore, teachers individualize instruction to meet the diverse needs in their classrooms. Tier-2 students are provided intensive instruction to accelerate their reading abilities. These students spend 30 minutes daily with a reading specialist and receive small group instruction in the classroom. Tier-3 students are instructed using the Wilson Reading System, spending 30 minutes daily with a reading specialist and receiving small group instruction in the classroom.

Phonological and phonemic awareness, phonics, oral language development, vocabulary, reading fluency, comprehension, and writing are addressed through small groups instruction. By participating in the Accelerated Reader program, the students are encouraged to practice independent reading. Sands welcomes parent volunteers to provide additional one-on-one reading practice.

2b. (Secondary Schools) English:

The Texas Essential Knowledge and Skills (TEKS) were created to provide guidelines to insure mastery by all students enrolled in English Language Arts (ELA) classes. Sands works proactively to support all students during their journey to succeed in ELA. Because students are required to pass TAKS, courses have been designed to continually address the individual needs of the student, while covering the required TEKS. Due to our diverse population, instruction is provided in a variety of ways: the use of technology, modeling, hands-on activities, and small group work.

Benchmark testing is done periodically throughout the year to monitor student growth. Teachers assess students' strengths and weaknesses in order to address individual needs through the use of Webcat, the Texas Education Agency (TEA) website, and MAP. Accelerated Reader (AR) and novels are incorporated into our curriculum to improve fluency, comprehension, sustained silent reading stamina, and to instill the love of reading a variety of literature.

As modeling is an essential tool for acquiring a new skill, it is the basis for all instruction. Modeling leads to a variety of hands-on activities to reinforce skills learned and transitions to small group activities to insure acquisition. The use of technology is increasingly important in all instructional areas. The ELA department has worked to continually increase the use of technology by using LCD monitors, mobile laptop computer labs, and the Blackboard online classroom in order to prepare students for life.

To reach students with special needs, tutorials are offered daily, Wilson Reading is provided, Multi-sensory grammar is used, and writing classes are provided for grades 6-8. Students wishing to earn dual credit may do so beginning their junior year.

3. Additional Curriculum Area:

The close proximity of all grade level teachers facilitates vertical alignment as well as networking between teachers. Our teachers communicate on a daily basis to coordinate lessons and activities based on the objectives set forth in the TEKS. The lessons that result from this collaboration are designed to enrich the learning experience in all of the student's academic studies.

Our district recognizes that everyone benefits from the use of technology in the classroom. Currently, students and teachers have access to three stationary labs and three mobile labs. Elementary teachers use the new online Envision math program to introduce new objectives. This program helps meet the needs of multiple learning styles. Beginning in Kindergarten, students take online Accelerated Reading tests, which improve reading comprehension, fluency, and vocabulary. In secondary courses, technology allows students to research and prepare projects and presentations. High school English classes are designed to use Blackboard, an online classroom, to better prepare them for college classes.

All grade levels benefit from the wide range of educational resources available through technology in our school district. Students have the opportunity to take college courses with concurrent enrollment through distance learning technology. Sands incorporates a self-paced Nova Net computer lab that offers the core curriculum courses as well as a wide range of additional courses.

Identifying and monitoring the needs of individual students and providing the curriculum to address those needs are continuously updated as the student population changes. With increasing numbers of LEP (Limited English Proficiency) students, all elementary teachers are ESL (English as a Second Language) certified. Also, RTI is integrated into our curriculum providing LEP and Learning Disabled students with opportunities throughout the day to work in small groups.

4. Instructional Methods:

At Sands differentiating instructional methods is our greatest strengths. The population represented in the district is a widely diverse group ranging from low socio-economic, English language learners (ELL), migrant, special education, at-risk students, and gifted and talented students. Each student's needs are identified and great pride is taken in creating an individualized learning plan that can be developed and implemented.

To reach these individualized groups tools have been designated and are utilized for assessment and implementation. The district is using MAP testing as the base for determining student's strengths and weaknesses. The testing provides targeted information on each student, gives state aligned standards as goals, and provides a continuum of growth from year to year. From this testing, teachers are able to determine targeted instruction groups. Other testing such as TPRI and Woodcock allow us to place students in groups with certified reading instructors and specialized ELL instruction. Instructors also follow the guidelines of the MAP testing results, IEP's, and collaborate with inclusion teachers to insure the best possible learning situation for all students.

Sands creates an enriched learning environment by providing numerous opportunities for experiential learning. Our Pre-Kindergarten and Building Bridges programs are designed to target early language development. To supplement learning in the classroom, activities such as UIL and academic competitions in both English and Spanish are utilized. Also used are: exposure to cultural events such as plays, concerts, the Globe Theatre, symphonies, and celebrating our multicultural environment when our Spanish club hosts the annual Cinco de Mayo Fiesta.

Students participate in a wide range of learning environments to meet technology demands and to provide the best possible learning tools. Included in our technology plan are Nova Net for credit recovery lab, distance-learning lab for dual credit, and our high school English class Blackboard online classroom. In order to reach all students through a multi-learning style format, Sands will be installing Promethean boards throughout the campus.

5. Professional Development:

Sands allows teachers to select professional development in their content area through the Regional Educational Service Center and universities. Teachers are also involved in the selection of on-site workshops that are provided throughout the year to insure understanding of new curriculum, technology, vertical alignment, Gifted and Talented Needs and Assessment, English Language Learning Students, and laws and regulations concerning Special Education.

Each teacher is required to attend forty-two (42) hours of professional development each year. By attending training, teachers are able to stay informed about the latest trends in education, including: differentiated instruction, use of research-based data, successful instructional strategies, and finding quality supplemental materials. This training also enables teachers to interact with presenters, educational specialists, and other educators in order to discuss concerns and challenges encountered in the classroom, as well as share successes.

Because technology has become an integral part of education, consultants from Envisions Math and Promethean Board have provided in-depth training in the use of their products. A MAP test specialist from NWEA trained a core group of teachers; this group returned to the district and provided training to all staff members on how to utilize this assessment tool.

Our goal is to insure the success of each student, regardless of individual educational need, and feel quality professional development is paramount to continued academic growth and student achievement. Professional development promotes learning in all environments and continues to allow differentiated instruction to meet the needs of a diverse population.

6. School Leadership:

Sands leads students through an educational journey that provides a lasting learning experience. Leadership for the school begins with the school board and filters down to include teachers and parents.

The elected school board members are life long residents of our small community and many have had the privilege of attending Sands. Because of their leadership, Sands has a morally strong school board that collaborates with the superintendent for a supportive and dedicated environment.

Not only have the school board members resided in this community, the principal has made a commitment to this school and community as well. Her service to this school as a teacher and administrator for 30 years demonstrates her leadership skills. These strengths have helped create and maintain a positive educational setting for each individual student.

Improving student achievement is the priority of all administration and faculty at Sands, and our leadership as a whole ensures this daily. The policies that are included in the teacher and student handbook create a safe and comfortable place for learning to occur. Expectations are reached because the leadership of the staff requires students to excel. The programs and policies that are in place reach out to all students regardless of their educational level.

As an educational team we meet regularly to discuss vertical alignment. This teacher relationship helps us to share ideas, strategies, approaches, and even inconsistencies that may arise. Resources such as Promethean, Envisions, Accelerated Reader, Wilson, and Coach provide a means for teachers to establish a productive relationship with their students. The implementation of character counts strengthens and instills leadership qualities in each student. These relationships help our struggling students and encourage others to participate in extracurricular activities thus promoting leadership.

Leadership is a vital branch of student education, and Sands is blessed to have support from the school board, superintendent, principal, parents, and community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	82	93	88	73	73
Commended Performance	14	57	13	18	14
Number of students tested	12	14	8	11	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	5	7	3
Percent of students alternatively assessed	15	13	39	39	21
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	71	100	100	75	80
Commended Performance	14	33	20	13	0
Number of students tested	7	3	5	8	5
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	71	100	100	50	75
Commended Performance	14	50	0	17	25
Number of students tested	7	6	6	6	4
3. (specify subgroup): White					
Met Standard	100	88	50	100	71
Commended Performance	20	63	50	20	0
Number of students tested	5	8	2	5	7
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Reading
Edition/Publication Year: 2007

Grade: 10 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	100	75	100	73
Commended Performance	14	14	13	18	0
Number of students tested	11	14	8	11	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	5	7	3
Percent of students alternatively assessed	15	13	39	39	21
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	100	100	80
Commended Performance	14	0	20	13	0
Number of students tested	7	3	5	8	5
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	67	100	75
Commended Performance	0	0	20	0	0
Number of students tested	7	6	6	6	4
3. (specify subgroup): White					
Met Standard	100	100	100	100	7
Commended Performance	40	35	0	40	0
Number of students tested	5	8	2	5	7
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 11 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	100	90	82	71
Commended Performance	61	33	36	36	14
Number of students tested	13	9	10	11	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	7	2	1
Percent of students alternatively assessed	7	31	41	15	13
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	88	100	50
Commended Performance	33	50	38	50	0
Number of students tested	3	4	8	4	4
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	83	100	80
Commended Performance ⁶⁰	60	29	33	50	20
Number of students tested	5	7	6	4	5
3. (specify subgroup): White					
Met Standard	100	100	100	71	50
Commended Performance	75	50	50	29	0
Number of students tested	8	2	4	7	2
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Reading
Edition/Publication Year: 2007

Grade: 11 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	100	100	100	88
Commended Performance	36	20	0	27	0
Number of students tested	13	9	10	11	8
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	7	2	0
Percent of students alternatively assessed	7	31	41	5	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	100	100	60
Commended Performance	33	50	38	25	0
Number of students tested	3	4	8	4	5
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	100	100	60
Commended Performance	60	14	33	25	0
Number of students tested	5	7	6	4	5
3. (specify subgroup): White					
Met Standard	100	100	100	100	100
Commended Performance	25	50	50	29	0
Number of students tested	8	2	4	7	3
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	95	100	100	90	100
Commended Performance	47	60	50	64	73
Number of students tested	19	10	12	11	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			2	3	
Percent of students alternatively assessed			14	21	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	92	100	100	83	100
Commended Performance			25	66	66
Number of students tested	11	8	4	6	6
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	88	100	100	66	100
Commended Performance	50	50	25	33	66
Number of students tested	8	6	4	3	6
3. (specify subgroup): White					
Met Standard	91	100	100	100	100
Commended Performance	55	75	75	75	66
Number of students tested	11	4	8	8	4
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage.

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	89	100	100	100	91
Commended Performance	19	60	46	64	46
Number of students tested	19	10	13	11	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			2	3	
Percent of students alternatively assessed			13	21	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	83	100	100	100	86
Commended Performance	18	50		71	33
Number of students tested	11	8	5	7	6
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	88	100	100	100	86
Commended Performance	25	50	40	66	29
Number of students tested	8	6	5	3	7
3. (specify subgroup): White					
Met Standard	91	100	100	100	100
Commended Performance	18	75	50	63	75
Number of students tested	11	4	8	8	4
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage.

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	100	89	100	92
Commended Performance	55	47	44	36	14
Number of students tested	11	15	9	11	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			4	6	3
Percent of students alternatively assessed			31	35	18
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	80	100	89
Commended Performance	44		25		11
Number of students tested		6	4	7	9
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	50	100	88
Commended Performance	43	16	0	16	0
Number of students tested	7	6	2	6	10
3. (specify subgroup): White					
Met Standard	100	100	100	100	100
Commended Performance	75	66	43	75	50
Number of students tested	4	9	7	4	4
4. (specify subgroup): African American					
Met				100	
% Proficient plus % Advanced				0	
Number of students tested				1	

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage.

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	91	93	89	78	92
Commended Performance	46	40	11	27	29
Number of students tested	11	15	9	11	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			4	6	3
Percent of students alternatively assessed			31	35	18
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	89	86	80	75	89
Commended Performance	33	14	0	14	33
Number of students tested	9	6	4	7	9
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	86	80	50	83	88
Commended Performance	57	33	0	16	1
Number of students tested	7	6	2	6	10
3. (specify subgroup): White					
Met Standard	100	100	100	100	100
Commended Performance	50	44	14	50	75
Number of students tested	4	9	7	4	4
4. (specify subgroup): African American					
Met Standard				100	
Commended Performance				0	
Number of students tested				1	

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage.

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	93	100	100	100	100
Commended Performance	47	60	44	27	50
Number of students tested	14	10	9	10	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2	2	5	2
Percent of students alternatively assessed		17	18	31	14
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	83	100	100	100	100
Commended Performance	33	50	0	38	60
Number of students tested	6	6	3	8	5
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	80	100	100	100	100
Commended Performance	20	33	17	13	0
Number of students tested	5	3	6	7	5
3. (specify subgroup): White					
Met Standard	100	100	100	100	100
Commended Performance	67	71	75	50	88
Number of students tested	9	7	3	3	7
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage.

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	93	75	78	89	90
Commended Performance	50	15	23	8	33
Number of students tested	14	10	10	10	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2	2	5	2
Percent of students alternatively assessed		17	17	31	14
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	83	66	100	86	100
Commended Performance	50	17	0	13	40
Number of students tested	6	5	3	8	5
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	80	33	100	83	100
Commended Performance	60	0	17	14	0
Number of students tested	5	3	6	7	5
3. (specify subgroup): White					
Met Standard	100	86	75	100	100
Commended Performance	56	29	50	0	79
Number of students tested	9	7	4	3	7
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage.

Subject: Mathematics

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	100	100	100	100
Commended Performance	50	44	40	0	60
Number of students tested	9	9	10	9	9
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	5	4	5
Percent of students alternatively assessed	10	18	33	31	36
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	100	100	100
Commended Performance	50	33	33	60	57
Number of students tested	4	3	6	5	7
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	100	100	100
Commended Performance	33	20	20	0	43
Number of students tested	3	5	5	4	6
3. (specify subgroup): White					
Met Standard	100	100	100	100	100
Commended Performance	67	75	60	80	100
Number of students tested	6	4	5	5	3
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage.

Subject: Reading

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	100	100	100	100
Commended Performance	50	44	44	50	40
Number of students tested	9	9	9	9	9
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	6	4	5
Percent of students alternatively assessed	10	18	40	31	37
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	100	100	100
Commended Performance	75	33	20	60	29
Number of students tested	4	3	6	5	7
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	100	100	100
Commended Performance	66	20	40	0	33
Number of students tested	3	5	5	4	6
3. (specify subgroup): White					
Met Standard	100	100	100	100	100
Commended Performance	50	75	50	100	100
Number of students tested	6	4	4	5	3
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage.

Subject: Mathematics

Grade: 7

Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	73	83	88	88	76
Commended Performance	17	33	13	0	6
Number of students tested	12	12	8	10	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	4	5	1
Percent of students alternatively assessed	7	20	33	33	5
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	20	78	100	86	100
Commended Performance	0	33	20	0	0
Number of students tested	5	9	5	8	4
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	43	71	66	83	88
Commended Performance	0	14	0	0	13
Number of students tested	7	7	3	6	8
3. (specify subgroup): White					
Met Standard	100	100	100	100	67
Commended Performance	40	75	20	0	0
Number of students tested	5	4	5	4	9
4. (specify subgroup): African American					
Met Standard		100			
% Proficient plus % Advanced		0			
Number of students tested		1			

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Reading
Edition/Publication Year: 2007

Grade: 7 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	91	83	88	100	100
Commended Performance	25	17	50	36	24
Number of students tested	12	12	8	10	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	4	5	2
Percent of students alternatively assessed	7	20	33	33	11
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	80	78	100	100	100
Commended Performance	20	22	40	38	33
Number of students tested	5	9	5	8	3
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	71	71	66	100	100
Commended Performance	14	14	0	38	14
Number of students tested	7	7	3	6	7
3. (specify subgroup): White					
Met Standard	100	100	100	100	100
Commended Performance	40	25	80	50	33
Number of students tested	5	4	5	4	9
4. (specify subgroup): African American					
Met Standard		100			
% Proficient plus % Advanced		0			
Number of students tested		1			

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 8 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	79	83	100	82	63
Commended Performance	8	51	27	39	8
Number of students tested	17	7	11	17	10
Percent of total students tested	100	88	100	100	100
Number of students alternatively assessed	2	3	3	1	3
Percent of students alternatively assessed	11	30	22	5	23
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	78	75	100	75	63
Commended Performance	0	75	13	25	1
Number of students tested	12	4	8	4	8
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	67	100	100	75	50
Commended Performance	8	0	17	25	0
Number of students tested	12	1	6	8	8
3. (specify subgroup): White					
Met Standard	100	80	100	89	50
Commended Performance	20	50	40	55	50
Number of students tested	5	6	5	9	2
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Reading
Edition/Publication Year: 2007

Grade: 8 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	86	83	100	94	67
Commended Performance	29	57	36	50	0
Number of students tested	17	7	11	17	10
Percent of total students tested	10	88	100	100	100
Number of students alternatively assessed	2	3	3	1	3
Percent of students alternatively assessed	11	30	22	57	23
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	78	75	100	75	63
Commended Performance	33	75	25	25	0
Number of students tested	12	4	8	4	8
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	78	100	100	88	63
Commended Performance	8	0	17	30	0
Number of students tested	12	1	6	8	8
3. (specify subgroup): White					
Met Standard	100	80	100	100	100
Commended Performance	40	67	60	66	0
Number of students tested	5	6	5	9	2
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 9 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	75	100	100	86	82
Commended Performance	24	11	60	13	18
Number of students tested	10	8	15	7	11
Percent of total students tested	100	100	100	88	100
Number of students alternatively assessed	4	2	0	0	6
Percent of students alternatively assessed	29	20	0	0	35
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	80	100	100	80	71
Commended Performance	60	20	75	20	14
Number of students tested	5	5	4	5	7
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	0	100	100	83	80
Commended Performance	0	25	57	17	20
Number of students tested	2	4	7	6	5
3. (specify subgroup): White					
Met Standard	100	100	100	100	83
Commended Performance	63	0	63	0	33
Number of students tested	8	4	8	1	6
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.

Subject: Reading
Edition/Publication Year: 2007

Grade: 9 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	100	100	88	100
Commended Performance	19	40	29	3	20
Number of students tested	9	9	14	8	11
Percent of total students tested	100	100	93	100	100
Number of students alternatively assessed	4	2	0	0	6
Percent of students alternatively assessed	31	18	0	0	35
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	100	83	100
Commended Performance	40	50	33	50	29
Number of students tested	5	6	3	6	7
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	100	83	100
Commended Performance	0	40	33	33	40
Number of students tested	1	5	6	6	5
3. (specify subgroup): White					
Met Standard	100	100	100	100	100
Commended Performance	50	50	25	50	33
Number of students tested	8	4	8	2	6
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Due to small class sizes, any number of special education students in a class will produce a skewed percentage. The alternative assessment used through the 2005-2006 school year was SDAA, after that time, TAKS Acc, & TAKS M were used. Since the 2004-2005 school year, a large number of the 6-12 population have come from a residential treatment center (two years) and foster care.